

**SECRET**

STATISTICAL REPORT  
ON  
VOLUNTARY LANGUAGE TRAINING PROGRAM

No. 5 of 5

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MEMO - STATISTICAL REPORT ON  
VOLUNTARY LANGUAGE TRAINING PROGRAM

A mistake has come to light on Chart Number 3 in copies 2, 3 and 4 of this report. Black asterisks referred to in the attached Legend are missing on the Chart itself. They should appear at the upper left corner of the boxes indicated by numbers 6, 15 and 14 for French, and by numbers 3, 12 and 19 for German. As explained in the Legend, these six students had a fairly extensive background in the language before entering the VLTP.

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STATISTICAL REPORT ON  
VOLUNTARY LANGUAGE TRAINING PROGRAM

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Deputy for Languages

29 July 1959

Coordinator, Voluntary Language Training Program

Statistical Report on Voluntary Language Training Program

REFERENCE: (1) Status Report on Voluntary Language Training Program  
dated 4 December 1958  
(2) Proposed Revision of Voluntary Language Training Program  
Schedule dated 13 March 1959

1. This report is a statistical analysis of the first two years of operation of the Voluntary Language Training Program (VLTP). It covers the period May 1957 to May 1959. In the following sections of the report there are statistical lists describing these various aspects of the program followed by a series of comments on the significance of the figures in the lists. The statistics show trends of student enrollment (and dropouts) by language, trimester, level of instruction, sex, GS grade, Agency component and language aptitude.

2. We have furthermore tried to measure the effectiveness of the program by analyzing the scores achieved in the Agency Language Proficiency test by students who have completed one or more of the VLTP cycle of courses (101 through 103-4 and/or 201 through 203-4). These results are our only reasonably accurate gauge for estimating the effectiveness of the program and are included as Attachment "A". The day-to-day operation of the VLTP has been described in detail in reference reports. The only significant change since then has been the reorganization of the VLTP schedule from three 15-week trimesters

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a year, to a schedule of two 21-week semesters a year. Beginning with the Fall semester of 1959 this new schedule will be in effect for the entire VLTP. Based on Proficiency test scores of students who have completed the courses in German, the German courses have also been extended from 3 to 4 trimesters (or 3 semesters under the new schedule) at both the elementary and intermediate levels of instruction.

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**SECRET****LIST I****3. Number of Agency Employees Who Have Received Language Training in the VLTP\***

<b><u>LANGUAGE</u></b>	<b><u>MALE</u></b>	<b><u>FEMALE</u></b>	<b><u>TOTAL</u></b>
German	138	140	278
French	105	171	276
Russian	79	65	144
Spanish	65	72	137
Italian	28	36	64
Chinese	43	20	63
Japanese	19	10	29
Arabic	12	9	21
Persian	8	8	16
Polish	9	6	15
Greek	7	7	14
Czech	4	3	7
Portuguese	3	4	7
Armenian	3	3	6
Dutch	3	2	5
Swahili	4	2	6
Finnish	4	1	5
Turkish	<u>2</u>	<u>1</u>	<u>3</u>
<b>TOTALS</b>	<b>536</b>	<b>560</b>	<b>1096</b>

\* This list shows the number of individual Agency employees who have received language training in the VLTP. Each student is shown only once although he may have enrolled six times.

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The following are the most significant trends indicated by this data:

a. Of the 1096 Agency employees who have studied in the program there have been an almost equal number of men and women: 536 men and 560 women (of this total 389 students dropped out before the end of the first trimester).

b. German and French were by far the most popular languages, (particularly among the females) and were studied by slightly more than half of the students who participated in the program. This enrollment trend would appear to indi-

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c. The most popular languages among the women were the Romance languages and German, and in these languages only did the female students outnumber the males, in French by a ratio of 5 to 3. Again, this may be an indication of preference for



d. Except for Russian, which is the third most popular language with a total enrollment of 144 students, and to a lesser degree, Chinese and Polish, student interest in Slavic and other behind the Curtain languages has been small. We have hardly ever received any registrations and never given any classes in such important languages as Hungarian, Romanian,

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Serbo-Croatian, Bulgarian, Albanian, Ukrainian or Slovak.

Agency employees should be encouraged to study these and other high priority languages in which no previous interest has been shown, such as Hindi, Urdu, Thai and Indonesian.

However, should a demand arise for courses in the four latter languages and Albanian, we would have to look outside the Agency for instructors, since no staff or contract employees of the Agency have a competence high enough to teach any of these languages.

e. An encouraging student interest has been shown in some of the more unusual but to the Agency highly important languages such as Chinese (63 students), Japanese (29 students) and Arabic (21 students). In these languages male students have outnumbered the females by a ratio of almost 2 to 1. The study of these languages should of course be further encouraged.

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~~SECRET~~LIST 2

4.

Breakdown of VLTP Students by Agency Components

<u>COMPONENT</u>	<u>MALE</u>	<u>FEMALE</u>	<u>TOTALS</u>
DDP	240	336	576
DDI	136	120	256
DDS	153	98	251
DCI	5	4	9
DDC	<u>2</u>	<u>2</u>	<u>4</u>
TOTALS	536	560	1096

The following are the most significant trends indicated by this list:

a. The DDP is represented in the VLTP by as many students as all other Agency components combined; 576 from the DDP and 520 from the DDI, DDS, DDC and DCI.

b. The ladies outnumber the male students in the DDP contingent by a ratio of 7 to 5 while in the other components the men outnumber the women by a ratio of about 9 to 7 (in the DDS the ratio is 11 to 7). The large number of students and particularly female students from the DDP is certainly not surprising and would not appear inconsistent with the greater possibilities for overseas assignments available to DDP personnel.

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5.

LIST 3Breakdown by Grade of VLTP Students\*

<u>GRADE</u>	<u>MALE</u>	<u>FEMALE</u>
GS-3	5	17
GS-4	30	69
GS-5	32	148
GS-6	12	58
GS-7	74	87
GS-8	2	5
GS-9	79	55
GS-11	78	27
GS-12	76	9
GS-13	44	5
GS-14	25	1
GS-15	17	1
GS-16	4	—
Military	<u>17</u>	<u>—</u>
TOTALS	495	482

\* This list is partially incomplete, since about 8% of the students did not submit the requested data on their registration forms.

From this list it appears that the GS grade distribution of VLTP students is almost parallel with the overall grade distribution throughout the Agency. This list is otherwise self-explanatory and requires no further comments.

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**SECRET**LIST 4

6.

Age Groups of VLTP Students\*

<u>Age</u>	<u>Male</u>	<u>Female</u>
Below 20	—	13
20-29	144	268
30-39	258	123
40-49	86	52
50-59	12	20
Above 60	<u>6</u>	<u>1</u>
TOTALS	506	477

\* This list is also partially incomplete, since some of the students neglected to submit the necessary information.

Except that the VLTP student age groups also appear to be fairly consistent with age groups throughout the Agency, this list needs no further comment.

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**SECRET**LIST 4

7.

Language Aptitudes of VLTP Students\*

<u>APTITUDE</u>	<u>MALE</u>	<u>FEMALE</u>
1	18	14
2	20	18
3	39	33
4	49	43
5	64	53
6	70	58
7	61	46
8	<u>68</u>	<u>102</u>
TOTALS	385	377

\* This list is also incomplete since only 70% of the VLTP students have taken the Agency Language Aptitude Test. The aptitudes are measured on the Agency Language Aptitude scale which runs from a high of 1 to a low of 8.

The above data indicates the following trends:

a. A fairly even spread of male students from aptitude 3 through 8 and of female students from aptitude 3 through 7, with the least number of students in the two highest categories, 1 and 2. VLTP student Language Aptitudes fall considerably below the overall Agency average, particularly,

b. in the lowest category of 8. Of all the VLTP students tested 21.5% fall into this category whereas the Agency-wide

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average is 7%. An unusually large number of female students tested - 102 - or 27% fall into this category. This trend is not particularly surprising considering the large number of clerical and administrative personnel with inadequate academic background to rate high in the Aptitude test. The large number of women in Category 8 is not considered alarming, since, to quote the Report on Foreign Language Aptitude And Experience: "A man needs an aptitude rating of '6' to have about the same expectation of success in language training as a woman with a rating of '8'".

c. Of the 166 VLTP students in Category 8 a total of 66 (or 40%) dropped out before the end of the first trimester. This dropout rate is only 3% higher than the overall VLTP dropout rate for the beginners or 101 classes. Of the 166 aptitude 8 students, 51 completed 101 and then discontinued their studies while 49 students went on with their studies at higher levels.

d. On the face of it the record of aptitude 8 students compares quite favorably with students of higher aptitudes. On the basis of performance, however, students of aptitude 8 generally did not measure up to other students, as could be expected, particularly in Class II and III languages, where their collective performance was poor. The question of language

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aptitude, its relation to student performance and the dropout rate is an entire chapter by itself and should be discussed further with a view towards possibly limiting registrations in this category. We recommend that Agency employees of aptitude 8 be excluded from taking VLTP courses in Class II and III languages. However, a very close look should be taken at the performance of students of the lowest aptitude in Class I languages before any limitations are set on registrations in this category. [REDACTED] in her survey (Appendix A) has followed the progress of several students in this category with rather startling results - among them were several of the best students in the VLTP.

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e. We intend to further tighten the requirement that all personnel starting in the VLTP take the Language Aptitude Test. We have announced this requirement again in the current training bulletin.

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TAB

# STUDENT ENROLLMENT BY LEVEL OF INSTRUCTION

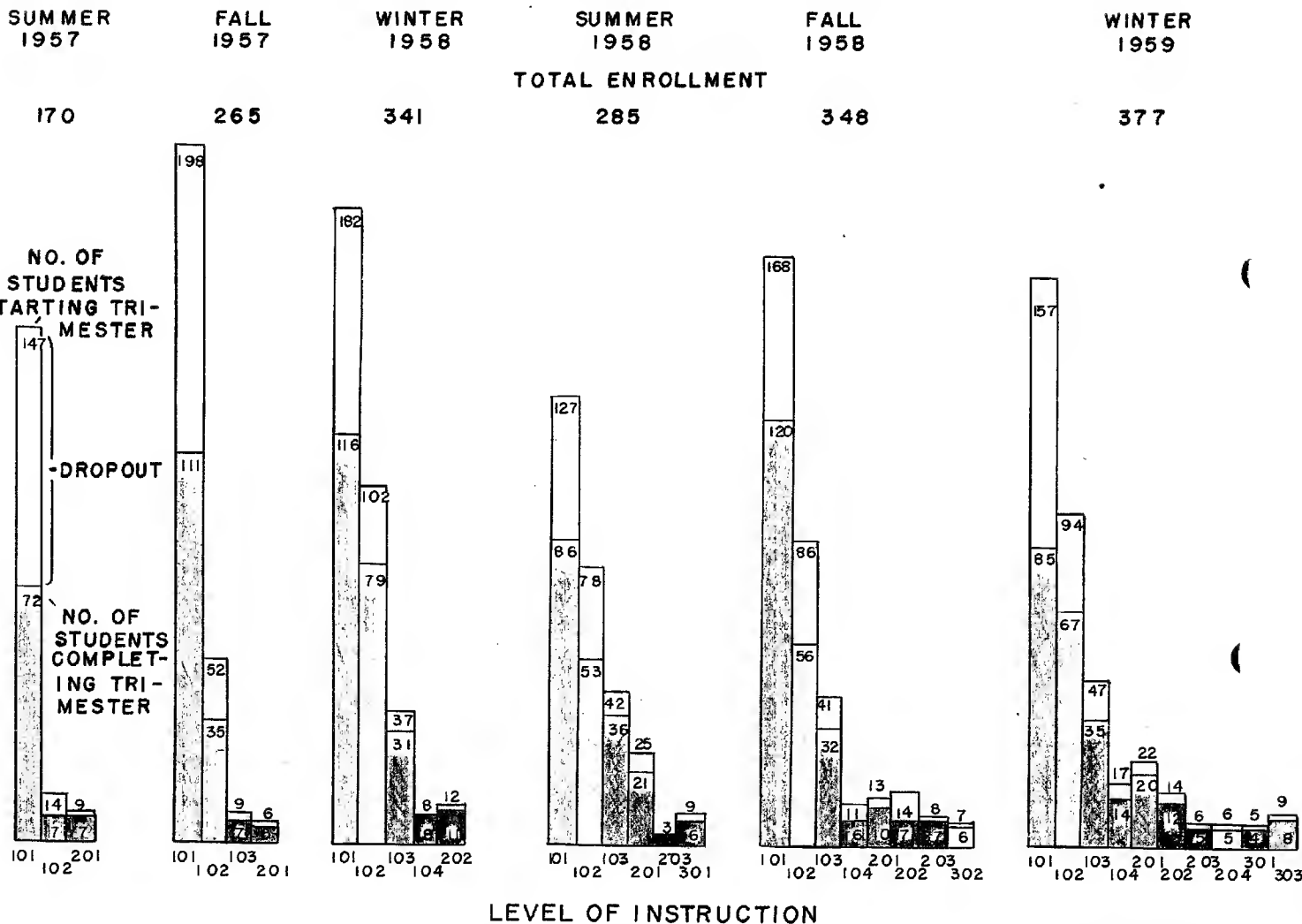


CHART NO. 1



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8. This chart highlights the following significant developments and trends:

a. A total of 1786\* student enrollments were received during the first 6 trimesters. Of this total 1193 students who had registered, or 67%, completed the trimesters. This represents a dropout rate of 1 out of 3 students since the program began, which compares very favorably with the dropout rate in the regular LAS Daytime language program. (NOTE: It is important to clearly distinguish the figure of 1786 enrollments from the figure of 1096 individual students who have studied in the program. The first figure refers to individual registrations so that the same person often appears in this total several times).

b. The dropout rate at the 101 level is higher than at any other with an average of 37% dropping out before the end of the 15-week trimester. (We have not counted the summer trimester of 1957 in this average, since our dropout records for that trimester are incomplete). This high dropout rate at the 101 level is not surprising since it is here that many students of the lowest aptitude, the dilettantes, and students who unexpectedly

\*Students who drop out during the first week of a trimester are not counted in the final enrollment figures.

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find language training hard work drop out. We have in fact recently encouraged students who could not keep up with the class to drop out before the end of the first trimester.

c. Excluding the 101 level the dropout rate at all other levels of instruction in the VLTP is considerably lower with almost 75% of the students completing the trimesters.

d. Except for a dip during the summer trimester of 1958, a usual seasonal occurrence, the chart indicates that total student enrollment has increased steadily from 170 students during the first trimester to 377 students during the sixth trimester. The increase in enrollment was proportionally the largest during the 2nd and 3rd trimesters when it jumped from 170 enrollments for the 1st trimester to 265 for the 2nd and 341 for the 3rd. Although enrollment has continued its upward trend a certain leveling off seems to be in evidence which can no doubt be attributed to the slow but steady decline of registrations at the 101 level. During the Fall trimester of 1957 almost 75% of all the students in the VLTP were in 101 while in the Winter trimester of 1959 not quite 42% of the students were in 101. This decline of enrollments at the 101 level will probably continue at a slow rate, except for the coming Fall semester of 1959 when a record enrollment is expected because of the cancellation of 101 classes in the commoner languages during the summer. It would not seem improbable that the saturation point

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for enrollment at the 101 level has been reached with a total of 979 students already having enrolled at this level (of these possibly 50 are repeaters who have either enrolled in a second language or taken 101 over again). If no restrictions are placed on enrollment for 101 the registration rate at this level can be expected to level off at 75 or 100 for each semester and then remain fairly constant.

e. The chart also indicates a slow but steady increase of students studying at levels above 101, from a low of 23 the first trimester and 67 the 2nd trimester to a high of 220 during the last trimester. (This was 58% of the VLTP student corps during that trimester). The ratio of students in 101, 102, 103 and 201 during the last trimester was approximately 7 - 4 - 2 - 1. These figures indicate one of the weaknesses of the program, i.e., except for the last trimester, the relative dearth of students studying at levels where they will gain some workable knowledge of the language. After all it is when a student reaches 103 that he acquires a usable degree of knowledge of a language, and usually a fairly meager one at that. It is of course at the higher levels of instruction, preferably 201 and above, that we should particularly encourage registrations, since it is here that students achieve the language proficiency most usable to the Agency. We must also of course continue to encourage students who have begun their studies with 101 and 102 to go on to higher levels of

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9. The preceding statistics bring out much pertinent data about the VLTP and describe in considerable detail who is being trained in the program. But after a study of the statistics one is left with the impression that the VLTP is engaged in a production line spray-gun effort in language training giving maximum training to all comers without regard to what future use, if any, the student will make of the language. Although maximum language training in itself might be a worthwhile objective the lack of specific objectives for the VLTP above and beyond the very general objective "to promote the development and maintenance of foreign language skills among staff personnel" stands out very clearly. It would appear that more attention should be given to the question of whether the right people are getting language training. You and many others have expressed concern about this matter but to the best of our knowledge the question has never been adequately answered. A step in the right direction would be to gain a better knowledge of long-term Agency language requirements which could probably be achieved by closer coordination with the Career Services and individual Divisions and Branches. But, in fact, does any long term planning for language training exist in the Agency? From our experience employees rarely know more than six months or a year in advance what their future assignment will be in contrast to the Armed Forces where an officer's career is usually determined years in advance. Now if employee "John Smith" knows in the summer of 1959 that in 1962 he will be assigned to [REDACTED] he can begin to study [REDACTED] anytime between now and then. However,

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since he will require the language on the job he should obviously not be trained in the VLTP but in the LAS Daytime program [REDACTED] where he would get the best possible language training in the shortest time. With so much advance notice, however, "John Smith" could also begin to study or refresh his knowledge of the secondary language in the area, i.e. French, and for this training the VLTP would seem ideally suited. Indeed, the VLTP should perhaps be used by Agency personnel chiefly to acquire the knowledge of one or more world languages rather than the unusual ones, in which better training could be obtained in LAS Daytime classes or in more established institutions. Although above comments are intended for discussion only it appears that a close examination and correlation of VLTP objectives with overall Agency language training objectives would be highly desirable.

10. Since the program started in May 1957 a total of 1096 Agency employees have received language training in the VLTP. Obviously this figure is meaningless in describing what has been achieved in the VLTP. We have attempted for the first time to estimate the effectiveness of the program primarily by using as the basic criteria for assessment the results achieved in the Language Proficiency Test by students who have completed the VLTP cycle of courses. The main part of this survey was conducted by [REDACTED] and is included as Attachment "A". This intensive survey concerns itself chiefly with a group of 72 students

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who have completed the VLTP cycle of courses either at the elementary or intermediate level and then have taken the Language Proficiency Test. We believe, however, that it is still too early to arrive at any conclusive assessment of the VLTP since the students involved in the massive registrations of the past few trimesters have as yet not had a chance to work their way up to the higher levels of instruction. The results achieved to date should therefore only be considered as trends or tendencies. The survey shows that the VLTP was about 50% effective in bringing the students up to an Elementary level of proficiency in the 101 - 103-4 cycle of courses and about 75% effective above the Elementary level. In all, about 20% of the VLTP students have taken the Agency Proficiency tests and the great majority have received awards for a recognizable level of specialized proficiency. Far too many, however, have failed to achieve comprehensive proficiency or have stopped at the Elementary level.

11. The students involved in the survey in Attachment "A" and others who have taken the Language Proficiency Test and arrived at a recognized degree of language proficiency can be said to have reached a usable knowledge of the language (as defined in Attachment "A"). We have further attempted to estimate the effectiveness of the program by measuring what we have called the useful degree of language training received by the VLTP students by placing them in the following categories:

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**Category A** - Students at the Intermediate level (300 level of courses - now Seminars) who have maintained their knowledge of the language through attending VLTP classes.

A total of 15 students fall within this category.

**Category B** - Those students who completed either the elementary (101 through 103 or 104, depending upon whether it is a Class I or II language) or intermediate (201 through 203 or 204) cycle of courses. This includes students who entered above the 101 level. Most of the students in this category have been tested in the Language Proficiency test. (See Attachment "A").

A total of 166 students are in Category B.

**Category C** - Those students who have completed the first two trimesters (101 and 102), and who we can assume have achieved enough of a foundation in the language to continue their studies at the 2nd Semester or Phase II level in the LAS Daytime program or at the appropriate level in the VLTP.

A total of 196 students are in this category.

**Category D** - Students who have completed the first trimester (101) and we can assume have achieved a foundation in the language adequate to continue their studies in the second trimester (102) of the VLTP.

A total of 364 students fall into this category.

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Several other categories could also be mentioned where students not included above have received useful instruction in the program, for example, students who entered the VLTP for one or two trimesters at the 200 level of instruction and did not complete the entire course but still refreshed or improved their previous knowledge of the language. As yet no students have completed the elementary cycle of courses (101 through 106) in any of the Class III Languages - Chinese or Japanese.

12. If we consider the four categories in above paragraph as useful language training the following statements can be made regarding the overall results achieved in the program. A total of 389 students of the 1096 who have been enrolled in the VLTP dropped out before completing the first trimester (101). This is 35% of all students who have been enrolled in the VLTP. An additional 1% (approximate) enrolled for less than one trimester's duration at higher levels of instruction. Thus 36% of all students who have been enrolled in the VLTP can be considered to have received no useful degree of language instruction. The remaining students, about 705, all fall within the four useful categories above. Therefore it follows that 64% of the students who have been enrolled in the VLTP have received a useful degree of language training. It is questionable whether we do justice to the program by including the 389 students who dropped out during the first trimester in our estimate of the effectiveness of the program since, as mentioned earlier, the dropout rate is the highest at this level.

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13. Four independent items of interest not appearing in any of the statistical charts or lists are the following:

a. A total of 25 dependents have been enrolled in the VLTP. None of them completed any of the VLTP cycle of courses.

b. Our records indicate that 44 students who were previously in the LAS Daytime Program have continued their language studies in the VLTP and that 26 former VLTP students have enrolled in the Daytime Program.

c. The DDP representation by Division of students in Category B above, i.e., those who completed either the elementary (103-4) or intermediate (203-4) courses is as follows:

NE Division	22	students
ER Division	7	"
NEA Division	5	"
FE Division	4	"
WE Division	3	"
EE Division	3	"
WH Division	1	"
and FI/RI	9	"

In the DDI the largest number of students in Category B is represented by OPR with 17.

d. A total of 255 classes were conducted during the 6 trimesters with an average of 7 students per class.

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**14. RECOMMENDATIONS:**

Although the statistics indicate some very encouraging results of the first two years of operation of the VLTP there is considerable room for improvement of the program. The following recommendations are made for improving and in general tightening up the program:

- a. That an examination be made of the objectives of the VLTP and these should be spelled out in more specific terms than before.
- b. That the VLTP be more closely coordinated and integrated with the LAS Daytime Program so that students can transfer with ease from the VLTP to the Daytime Program and vice versa.
- c. That a further careful analysis be made of student job-assignments, current and future, to determine what, if any, use is or will be made of the language proficiency achieved or maintained in the VLTP. *Who's to do this?*
- d. That in order to improve student achievement standards and discourage dropouts Agency personnel be informed that the results of their performance in the VLTP will go into their personnel records, which has not been done in the past except by request.
- e. That the Agency encourage average and high aptitude students, especially in the younger age brackets, to go on with

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Intermediate level courses in the VLTP and/or Daytime training. The goal of achievement should be Intermediate or High proficiency in one world language. The same goal should be set in a second less common language for those who will need to use the spoken language for immediate or future assignment to a foreign country.

f. That the Agency encourage those who have reached Intermediate or High proficiency to maintain this level in VLTP Seminars.

g. That the VLTP discourage low aptitude (7 or 8) students in Class I languages from continuing further if they fail to meet the course requirements at the Elementary level, especially at the end of 101. Students with 8 aptitude should be discouraged from entering a class in German or in any Class II or III language.

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**ATTACHMENT "A"**

1. This survey of the Voluntary Language Training Program (VLTP) will give a qualitative breakdown of four groups of students and will attempt to estimate the effectiveness of the program in terms of their performance in the Language Proficiency Test. The first two groups consist of those students having completed either the entire Elementary Course (101 through 103 or 104) or Intermediate Course (201 through 203 or 204) in seven languages. The third is a small group of carefully selected students who took the Proficiency Test after completing only 101-102 in two of the seven languages. The last group consists of six students who combined LAS Daytime (Part-time) courses with VLTP classes and took the Proficiency Test at one or more points during their training.

2. Certain number and letter designations in common use in the Language Proficiency and Awards program and in the VLTP need to be defined since they will appear in the body of this report and on Chart #3.

Proficiency Test scores are recorded in three categories:

Reading - R; Writing - W; and Speaking - S. Three awardable levels for achievement or maintenance of proficiency are recognized: Elementary - E; Intermediate - I; and High - H. Two additional levels of proficiency, at the top and bottom of the scale, are recorded, though not awardable, i.e., Native - N and Slight - S. A Comprehensive award may be given for proficiency in all three categories (RWS), or a Specialized award may be given for proficiency in any one of the three categories.

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ATTACHMENT "A" (Cont'd)

Language Aptitude Test scores are recorded on the scale of 1 to 8, with 1 being at the top of the scale and 8 at the bottom.

Finally, in speaking of OTR/LAS Daytime courses the following abbreviations are used:

DT - Daytime

PT - Part-time

I, II, etc. - phases of a given course.

3. The first group consists of 65 students<sup>1</sup> who began and completed the Elementary Course in seven languages: Finnish, French, German, Italian, Persian, Russian, and Spanish. This represents approximately 12% of all VLTP students who began with 101 (558 total) and 26% of those who finished 101 (319 total) and continued with 102-103(104).

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<sup>1</sup>Individual case studies of these 65 students are available in Appendix II.

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TAB

GROUP I - Elementary Course Students Completed - by Component and Office and GS Grade

	DDP										DDI										DDS						AUDIT	COMPT
	WB	EE	NE	SE	IOD	CI	PP	RQM	FI/D	MMU	TSS	I&R	FI	OPS	RI	ORR	OCI	OO	OBI	OSI	OCR	OTR	OP	OL	OS	OC		
FINNISH																	2					1						
FRENCH		3		1	1	2		1	1					3	2	1	1	1				1	1	1			1	
GERMAN	1	4					1		2	1				1	3		1	1	1			2			1	1		1
ITALIAN														1	1						2				1			
PERSIAN											2																	
RUSSIAN			1						1		1			3			1									1		
SPANISH	1						1					1	1													1		
TOTAL								35								17										13		

GS Grade	4	5	6	7	8	9	11	12	13	14	15	16
FINNISH								1	2			
FRENCH		6	1	4	1	2	4	1		1	1	
GERMAN		3	2	3		5	2	4		1		1
ITALIAN				2		2	1					
PERSIAN						1		1				
RUSSIAN	2		1	1		2	1			1		
SPANISH		2				2	1					
TOTAL					28			36				1



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ATTACHMENT "A" (Cont'd)

4. Chart #2 is designed to show the distribution of these students by component, office and GS grade. Several facts should be noted:

a. The DDP accounts for slightly more than half the total; this is in line with the DDP representation of the total number of students registered in the VLTP. The great majority of these students have indicated a need for the language studied in present or projected job assignments. This also applies to the group representing the DDI, although in this case there is good evidence that Reading proficiency is the paramount need. Few of the students from the DDS indicated any need for proficiency in the language studied.

b. The GS grade distribution of this group differs from the overall distribution of all students registered in the VLTP. A higher percentage of students in Grade GS-9 and above went through the entire Elementary Course, than did those in GS-7 and below. Yet the lower grades constitute more than half the total student body. A significant corollary fact is that of all the GS-3 and 4 students in the program (121) only ~~one~~ took the entire Elementary Course, both in Russian, and one of these can never hope to make any use of the language because of age, low aptitude and failure to achieve a useful level of proficiency.

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VLTP

STUDENT LEVEL OF ACHIEVEMENT AT COMPLETION  
OF ELEMENTARY COURSE

LANGUAGE APTITUDE	1	2	3	4	5	6	7	8	—
PROFICIENCY TEST	RWS	RWS	RWS	RWS	RWS	RWS	RWS	RWS	RWS
FINNISH 3				IEE <sup>3</sup>	IEE <sup>2</sup>				IE <sup>1</sup>
FRENCH 21	IEE <sup>9</sup>	EEE <sup>4</sup> IEE <sup>18</sup>	IEE <sup>19</sup>	--- <sup>2</sup> HEE <sup>6</sup> EEE <sup>12</sup> IEE <sup>20</sup>	I--- <sup>7</sup> HEE <sup>15</sup> IE- <sup>16</sup>	IEE <sup>11</sup> E- <sup>13</sup>	IEE <sup>1</sup> IEE <sup>3</sup> IEE <sup>10</sup> IEE <sup>14</sup>	EEE <sup>8</sup> EEE <sup>17</sup> EEE <sup>21</sup>	--- <sup>5</sup>
GERMAN 21		HII <sup>3</sup>	E- <sup>2</sup> E- <sup>8</sup> EE <sup>13</sup>	EEE <sup>8</sup>	E- <sup>4</sup> EEE <sup>7</sup> EE- <sup>10</sup> EE <sup>20</sup> E- <sup>21</sup>	EE <sup>5</sup> E- <sup>11</sup> EE <sup>16</sup> EE <sup>18</sup>		--- <sup>9</sup> III <sup>12</sup> - <sup>14</sup>	E-E <sup>1</sup> EEE <sup>15</sup> EE <sup>17</sup> HEE <sup>19</sup>
ITALIAN 5			--- <sup>3</sup> I- <sup>5</sup>			EE <sup>1</sup> IE <sup>4</sup>			IEE <sup>2</sup>
PERSIAN 2				IES <sup>1</sup>					HIE <sup>2</sup>
RUSSIAN 8	IE <sup>4</sup>		IE- <sup>1</sup>	E- <sup>2</sup> EE <sup>3</sup> EE <sup>8</sup>	IEE <sup>7</sup>			E- <sup>5</sup> E <sup>6</sup>	
SPANISH 5			IEE <sup>4</sup> IEE <sup>5</sup>				IEE <sup>2</sup> --- <sup>3</sup>	IE <sup>1</sup>	

LEGEND - Sheet 13

BLACK NUMBERS outside the score boxes are a key to individual case studies available in Appendix II.

BLACK ASTERISK indicates students who had a fairly extensive background in the language some years prior to entering the VIETP.

The RED ASTERISK indicates a student who took the Proficiency Test before completion of Elementary Course, i.e., at the end of German 102.

DASHES indicate "not taken".

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ATTACHMENT "A" (Cont'd)

5. Chart #3 shows in graphic colors (blue for satisfactory, red for better than satisfactory, and yellow for less than satisfactory achievement, where X represents the goal to be achieved) the levels of achievement attained by the above group, 61 of whom took the Proficiency test in 1958 or 1959.

Before going on to discuss the performance of this group of students certain factors contributing to their success or failure and certain limitations of the data as presented must be borne in mind. In addition to the imponderables of component (office) and GS grade, the factors of sex, age and language aptitude may influence the degree of achievement. The single most important factor is presumably language aptitude and it is therefore stressed in relation to achievement on Chart #3. More than half of the students fall on or below the median aptitude (lying between 4 and 5). Assuming that students of high aptitude are (or should be) encouraged to take more intensive directed language training we should expect to find relatively few students with aptitudes of 1 or 2 in the VLTP. This is substantiated by our evidence. On the other hand a glance at Chart #3 suffices to show that the proportion of low aptitude students (7 and 8) is too high for an efficient language training program.

6. The performance of this group on the Agency Proficiency test in each of the seven languages is at present the most effective means for determining what has been accomplished by the VLTP and what it may

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**SECRET****ATTACHMENT "A"** (Cont'd)

accomplish for Agency personnel in terms of a usable level of language proficiency. The word "usable" must here be elaborated since we distinguish, in testing and scoring, three distinct levels of usability, i.e., Elementary, Intermediate, and High.

We have assumed that the goal of the Elementary Course was to enable an average student (of average aptitude) to achieve Elementary proficiency in reading, writing and speaking. This proficiency would be usable in two ways: it would constitute a solid basis for continuation of study in the same language, towards the goal of Intermediate proficiency, or it would serve as a tool in a country where the language is spoken to enable the individual to read directions, simple articles, etc., and to meet the minimum requirements of everyday life.

Although the goal of the Elementary Course is, as stated, an Elementary level of proficiency, some students will achieve Intermediate in reading and/or speaking; an exceptional one may reach High in reading. Intermediate proficiency means ideally a solid working knowledge of the language. High proficiency needs no elaboration and is the ultimate goal to be reached by any individual intending to have good working-level contacts in the country of residence or to be able to read and interpret documents in the language.

7. The degree of success the VLTP has had in enabling the above-mentioned group to achieve a usable level of proficiency can be summarized as follows:

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ATTACHMENT "A" (Cont'd)

Reading -- All but one of the students achieved the Elementary goal with approximately 40% achieving Intermediate or High.

Writing -- Half the students achieved the Elementary goal (two achieved Intermediate) and half failed to achieve it.

Speaking -- Slightly more than half of the students achieved the Elementary goal; the rest failed to achieve it.

8. Since the seven languages differ in degree of difficulty and since speaking and writing proficiency are admittedly harder to achieve, a brief language by language analysis is necessary at this point to enable us to assess the strengths and weaknesses of the program.

a. Class I Languages

French has had the best showing both in terms of goal achievement and in terms of percentage of students taking the complete Elementary Course. A fourth of those finishing 101 went on to complete 102 and 103. All of these achieved or surpassed the Elementary goal in Reading; all but two achieved it in writing; all but four reached the Elementary level in speaking.

The results attained in French may be in large part attributable to excellent curriculum development by the LAS Staff, close and continuous supervision by the VLTP administration, as well as a group of enthusiastic and cooperative

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instructors. In addition, a fine esprit de corps was developed in this group, principally through weekend visits to [REDACTED]

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In Spanish the results were also good for the same reasons as given above yet it must be noted that the percentage of students completing the Elementary Course was much lower than in French.

The VLTP showing in Italian was very poor: few students completed the course and their achievement was less than satisfactory, with one exception. Lack of a good textbook as well as less than adequate instruction may account for our failure in this respect.

The results in German also leave much to be desired. Three-fourths of the students achieved the Elementary goal in Reading; one-third of them achieved it in Writing; and only a fourth of them achieved the Elementary level in Speaking. Only a sixth of the students who finished 101 completed the Elementary Course.

Several factors contributed to the less than satisfactory showing in German. Chief of these is the fact that three 15-week trimesters were evidently not sufficient to achieve the same results as in French and Spanish. German is perhaps wrongly placed in Class I. We have already recommended increasing the time devoted to Elementary instruction in German. Secondly, curriculum development was harder and took longer to accomplish; by the 6th

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trimester considerable improvement was noted. Thirdly, a few overly-conscientious instructors in an otherwise excellent corps found it difficult to use modern teaching techniques.

b. Class IX Languages

The best results the VLTP has achieved to date were in Finnish where three out of four students finishing 101 went on to complete the Elementary Course. All three achieved Intermediate proficiency in Reading; all attained the goal in Writing, and two of the three in Speaking. An excellent instructor and high motivation combined to achieve this success.

The results in Persian were also good although there was a higher mortality rate than in Finnish, only two students having completed the Elementary Course. One of these achieved High proficiency in Reading and Intermediate in Writing as well as attaining the Elementary goal in Speaking. This student received the largest monetary Achievement award ever granted to a student in the VLTP. Good instruction and high motivation again combined to ensure success.

The showing in Russian was very uneven. All students who completed the Elementary Course achieved the goal in Reading, three of them achieving Intermediate proficiency; more than half failed to achieve the goal in Writing and Speaking. Two factors must be noted in connection with the less than satisfactory results

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in Russian. The first was lack of a good elementary textbook combined with too much "free wheeling" on the part of one or two instructors. The other was the fact that two (i.e., 25%) of the students were in the lowest aptitude category and should have been advised not to pursue the study of a Class II language.

9. The second group of VLTP students mentioned in paragraph 1 above consists of eleven students who entered at the 103, 104 or 201 level of instruction and completed the Intermediate Course (203 for Class I and 204 for Class II languages).

a. Class I Languages

All of the five French students in this group attained the goal set in Reading, all but one achieving High proficiency. Four also achieved the goal in Writing; one did not. Intermediate proficiency in Speaking was attained by all but one who went on to achieve the goal later after a Daytime (PT) course.

It is gratifying for the future of our program to note that all of these students continued in the VLTP beyond the Intermediate Course and that all have been granted awards again in 1959 for Maintenance or Achievement (three of the five achieved a High level in Speaking).

Two German students completed the Intermediate Course, one having already taken the Elementary Course. The first maintained Intermediate proficiency in all three categories; the second achieved Intermediate in Reading and Writing but only maintained

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ATTACHMENT "A" (Cont'd)

b. Class II Languages

Four Russian students beginning at the 103, 104 or 201 level of instruction completed the Intermediate Course. Two of them failed to achieve Intermediate Proficiency in any of the three categories; both of them were in the lower aptitude range. The other two achieved the Intermediate goal in Reading and Speaking, though not in Writing, a fact which bespeaks the need for more emphasis on writing in the revised Intermediate Course.

10. A third group of VLTP students deserves mention here. Half of a small group of French and German 101 students selected and placed in "Fast" or "High" sections of 102 achieved Elementary proficiency in Reading and Speaking at the end of 102; a third of them achieved Elementary in Writing. This indicates clearly that careful selection on the basis of class performance and aptitude can enable the better student to reach one of the usable levels of proficiency more rapidly and therefore, more economically.

11. The performance of the fourth and last group of students<sup>2</sup> mentioned in paragraph 1 above may well serve as an argument for better correlation between LAS Daytime and VLTP courses. The six students in this group have taken both types of language training and four of them have achieved Intermediate or High proficiency in two of the three categories. Several of them have high language aptitude and youth in their favor and should be encouraged to maintain or increase their

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<sup>2</sup>Relevant data on these students is available in Appendix III.

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ATTACHMENT "A" (Cont'd)

level of usable proficiency.

12. To sum up, the VLTP has had some tangible successes and some failures, one of which shows up clearly on Chart #3: spoken language proficiency at the Elementary level is still the weakest spot in the VLTP accomplishment to date.

The potential for steady selective improvement is apparent but, and we quote DTR's words, "We still have a long way to go in tooling up language qualifications to the levels [we] should possess."

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ATTACHMENT "B"

REPORT ON LANGUAGE DEVELOPMENT PROGRAM

Statistics on Directed Training

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Approved For Release 2001/07/16 : CIA-RDP78-06372A000100060014-3

*Office Memorandum* • UNITED STATES GOVERNMENT

TO : C/LAS

DATE: 26 August 1959

FROM : DC/LT/LAS

SUBJECT: Statistical Information on Directed Training Program

1. The attached report is an analysis of the operation of the Directed Language Training Program for Fiscal Year 1959. Data is included on all students who were in directed training at any time during the year. The statistics show student enrollments in internal and external courses, full-time and part-time, broken down by language and by Agency component sponsoring the training. Brief comments are appended concerning major items of importance as shown by the statistics.

2. Insofar as Proficiency Test results are available they show that the results from part-time training are, in general, comparable to the results obtained in the Voluntary Language Training Program. The Proficiency Test results for students in full-time training show that in the majority of cases the minimum level of achievement is in the "Intermediate" range. This is the lowest level which can be considered operationally useful.

3. In collecting the statistics it was found that only a small number of individuals who had external training were proficiency tested after completion of training. Making such testing compulsory would provide a means of judging the efficacy of the training.

4. In general it can be said that the statistics show clearly that full-time training has the full participation of only a small number of Agency components and that it is heavily overbalanced in favor of the two languages French and German.



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